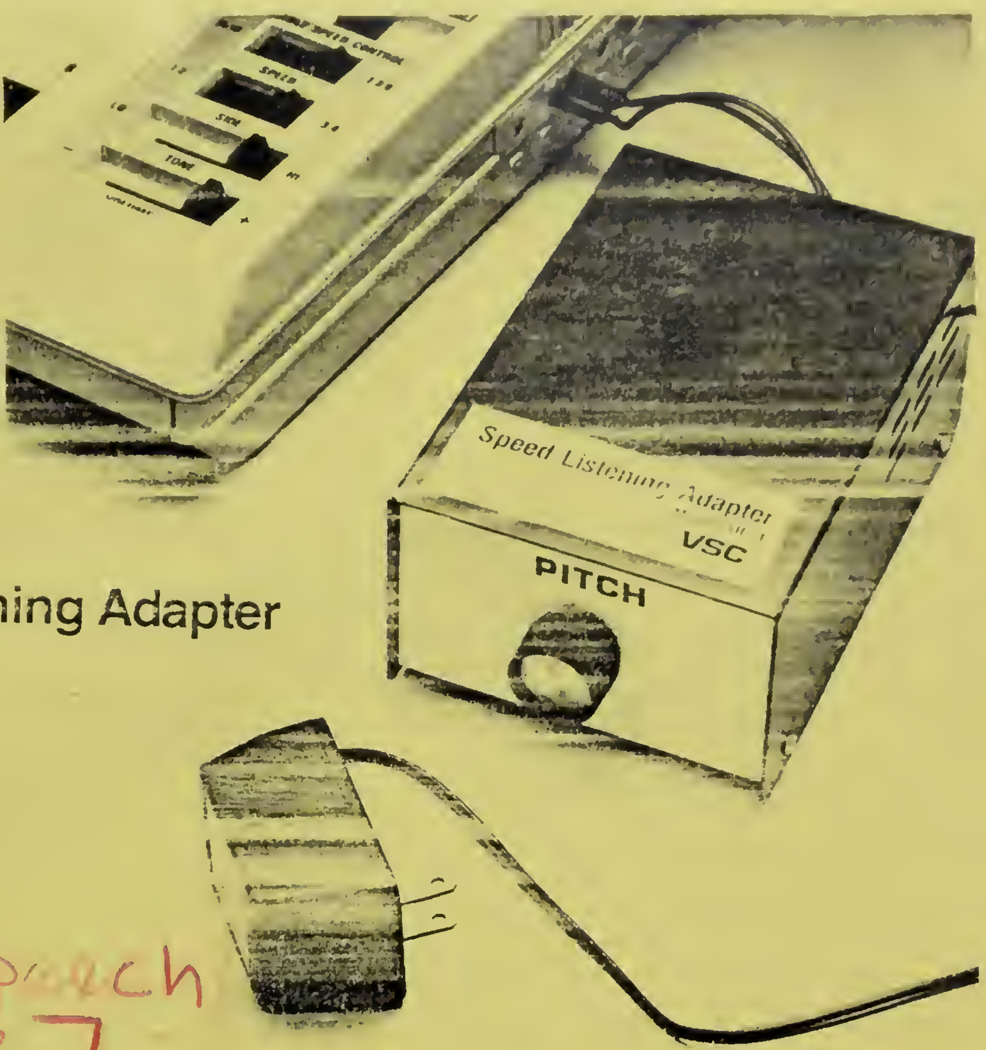
Library

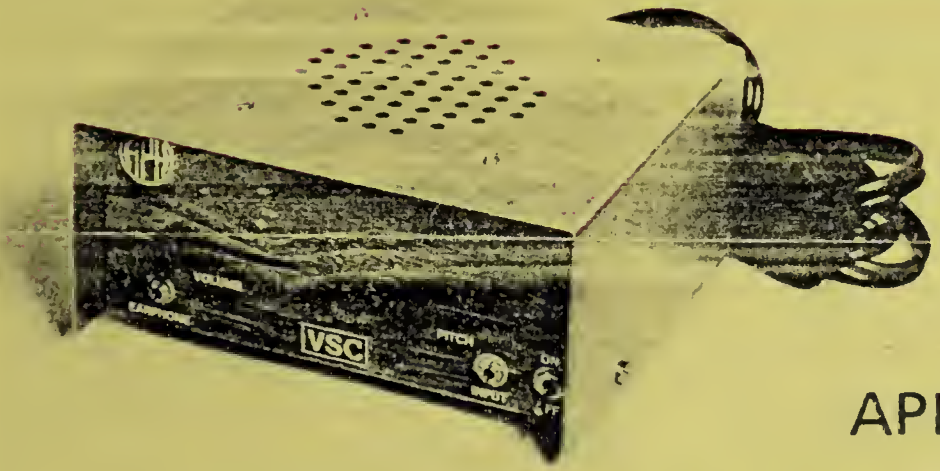


VSC Speed Listening Adapter

[Compressed Speech
Manual]

Model LOC-1

By Kit Kengott



APH VARIABLE
SPEECH CONTROL™ MODULE

This Product Meets
U.S. Government
Safety Standards

Manufactured by
American Printing House for the Blind

Fig.10.

will be typed

Photographs courtesy of
American Printing House [illegible]

COMPRESSED SPEECH

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INTRODUCTION

Listening is a very important element in a visually impaired student's education. The Compressed Speech Device compresses tapes made on standard cassette equipment. It allows adjustment of speed of the tape and eliminates the "chipmunk" sound at higher speeds. This allows the student to compress up to 2.5 times recorded speed, enabling students with ten or more hours of listening to select listening rates of up to 375 words per minute.

Listening skill instruction should be provided in a sequentail manner. Ideally, sequential listening comprehension lessons should have an introductory lesson followed by short lessons approximately 15 minutes. Each lesson should contain three parts: a presentation time, a comprehension check (with multiple choice answers) and an answer check. The material should emphasize the following: comprehension, vocabulary, interpretation, and generalization. The lessons should be graduated, increasing in length, intricacy, and complexity from grade to grade. A minimum plan or schedule for listening comprehension presentation should be twice a week. (Bischoff)

Compressed speech devices permitting normal pitch have been available for nearly twenty years. Despite the importance of auditory learning by visually impaired students, compressed speech devices have not played a significant part in the educational process. As early as 1962, Foulke and his colleagues found no significant loss in comprehension with rates of presentation up to 275 words per minute for blind students in grades six through eight.

Studies involving sighted students warrant review. Woodcock and Clark (1968) found listening rates of 228 and 278 words per minute more efficient for learning and retention than for normal rates of approximately 178 words per minute for elementary students. In another study conducted by Woodcock and Clark (1968), similar results were reported with culturally disadvantaged fourth graders. Ihnat (1975) reported on differences in comprehension for second grade students when rates of presentation increased, but Kuperberg (1975) reported that as the rate of presentation increased, comprehension for sixth grade students decreased.

While not all studies point to a positive correlation between better comprehension with increased rate of presentation, most report no significant loss in comprehension with respect to increased rate. None of the studies report changes in comprehension as rate of presentation is increased when systematic instruction is provided over time.

Auditory training is considered an important part of the special needs curriculum by teachers of the visually impaired (School and Weihl 1979). The limitations inherent in braille and low vision aids for reading, emphasize the importance of auditory learning. It is possible that the use of compressed speech devices (now available from American Printing House for the Blind on Quota) can have significant impact on information acquisition.

When Listening is speeded up, the result is a distorted speech sound like "Donald Duck." This distortion can be tolerated when accelerated, but for many students it becomes unintelligible. With the aid of speech compressors, the student can increase the speed of the tapes and eliminate the distortion. This will result in less time the student needs to spend reading, while processing the information at least as well as with recording done at a normal rate. Speech compression can also reduce boredom and inattention.

POTENTIAL USERS
OF COMPRESSED
SPEECH

Students who may benefit from compressed speech:

1. Any visually impaired student who has hearing within normal limits and who would like to reduce reading time
2. Other exceptional learners. (gifted, learning disabled, educable mentally handicapped, and emotionally handicapped)
3. Any student who would like to reduce reading listening time.

COMPRESSED SPEECH
DEVICE SCREENING

Student Name ______________________________

School ______________________________

Date ______________________________

Date of Birth ______________________________

Grade ______________________________

I. Is hearing within normal limits? __________ yes
__________ no

If not, explain ______________________________

____

____

Does student appear to have any auditory perception problems? ______________________________

If yes, explain ______________________________

____

____

II. Check equipment student uses independently

__________ talking book machine

__________ cassettte player from Library of Congress

__________ cassette player/recorder from American Printing for the Blind

__________ reel to reel recorder

__________ variable speed controls

__________ compressed speech devices

Comments ______________________________

____

____

III. Performance on tests/series of Listening Comprehension, e.g. Durrell-Listening Series, Listening Comprehension subtest of Stanford Achievement Test.

Instrument/Series	Date Administered
____________________	____________________
____________________	____________________

Score/Level

____

____

Are these scores consistent with his age, grade or his academic abilities? ____________________

____

____

____

IV. Has the student worked with any of the following listening comprehension programs?

_____Listen and Think

_____S R A

_____Durrell Listening Reading Series

V. What is the student's preferred listening speed using a compressed speech device?

_____words per minute

VI. Is the student capable of ordering listening materials from:

_________Talking Book Library

_________Recording for the Blind

VII. Additional Comments ______________________________

____

____

____

Date____________________ Evaluator____________________

FEATURES OF SPEECH COMPRESSORS

Run on alternating current (AC)

Make uncompressed recordings.

Have complex electronic processors.

Will expand or compress in the playback mode, with the result that their pitch and voice quality will sound normal regardless of their playback speed.

Will compress up to two and one half times normal recorded speed enabling people with about ten hours of listening to read up to 400 words per minute.

Have a pitch corrector to eliminate the distortion (Donald Duck) caused by speeding up the tape.

If a student wants a recording slowed down (ie. for taking notes or transcribing material), the speech can be expanded without distortion.

TYPE OF SPEECH COMPRESSORS

A.P. H. Compressed Speech Module
American Printing House for the Blind
1839 Frankfort Avenue
Louisville, KY 40206 (available on quota)

A7 Speech Controller
Variable Speech Control Company
2088 Union Street
San Francisco, CA 94123

T C S Recorder
Science for the Blind
Box 385
Wayne, P A 19087

Varispeech II
Lexicon, Inc.
60 Turner Street
Waltham, Mass 02154

Am Bi Chron Pitch Shifter
Mr. Richard Kock
67 Speech Street
Lynbrook, N.Y. 11563

OPERATING THE APH COMPRESSED SPEECH MODULE

Plug module into outlet.

Connect to player with accompaning patch cord from jack on module to auxilary output jack on player.

Turn module on.

Adjust variable speed control of player.

Adjust volume and correct for pitch on module.

OPERATING THE VSC SPEED LISTENING ADAPTER

Plug adapter into outlet.

Plug adapter into player with attached cords, input cord into auxiliary input jack, output cord into auxilary output jack.

Turn adapter on.

Adjust variable speed control of player.

Adjust pitch control on adapter.

The School Board of Broward County, Florida

INDIVIDUALIZED EDUCATION PROGRAM – PART II

ANNUAL PLAN

Student Name: Jose Feleciano Date: 10 / /82

Area in which special education will be provided: Use of compressed speech device

Subject Area(s): Listening

Present level of performance: Student has not previously used equipment. Current auditory compreh is adequate at an average rate of 150 wpm.

Annual Goal: Student will double listening rate with compressed speech device with adequate comprehension.

Instructor(s): (1) (2) (3)

SHORT TERM INSTRUCTIONAL OBJECTIVES	EVALUATION OF SHORT TERM INSTRUCTIONAL OBJECTIVES		
	Criterion for Mastery	Eval.Procedures,Eval.Schedule	Results/Date
1. With compressed speech device the student will be able to listen to a selection at a minimum rate of 190 wpm and answer questions with	60% accuracy on 3 consecutive sessions.	teacher evaluation 11/15/82	
2. With compressed speech device the student will be able to listen to a selection at a minimum rate of 190 wpm and answer questions with	80% accuracy on 3 consecutive sessions.	teacher evaluation 2/15/83	
3. With compressed speech device the student will be able to listen to a selection at a minimum rate of 250 wpm with	80% accuracy on 3 consecutive sessions.	teacher evaluation 4/15/83	
4. With compressed speech device the student will be able to listen to a selection at a rate of 300 wpm with	80% accuracy on 3 consecutive sessions.	teacher evaluation 6/10/83	

UNIQUE Methods and/or Materials: Individual Instruction, tape recorder, tapes, compressed speech device APH Listen and Think, other listening skill tapes

Comments:

W18265 *WHITE COPY – Student Folder/YELLOW COPY – Parent/PINK COPY – Teacher*

CHECKLIST
OF SKILLS

The student will be able to set up compressed speech machine.

______plug AC cord into wall outlet

______plug the adapter into module input

______plug end of adapter into output module

______turn on power of module and playback machine

______set the volume and tone on playback machine to comfortable listening pitch

The student will be able to identify the parts of the machine and describe their functions.

______identifies patchchord

______identifies A/C cord

______identifies variable speed control

______identifies pitch control

The student will be able to compress the speech using a compressed speech device.

______start tape or record on playback machine
increase speed using the variable speed control

______adjust pitch control until voice has more normal pitch

TEACHERS HINTS

1. With either device, the rate of compression can be calculated by timing the duration of a recorded passage both while played at normal speed and when compressed. By dividing the time of playing without compression by the time of playing with compression, one obtains the degree of compression. For example, if a recorded passage played normally requires 60 seconds and when played more rapidly by adjusting the variable speed control of the player required only 30 senconds, the degree of compression would be 60/30 = 2.

2. Compressed Speech Device can be used with any recorded material.

3. Teacher should record rate of presentation and comprehension frequently. The teacher should slowly increase rate over a period of time.

4. Initially use recordings of interest to the student.

5. When the VSC module is in the compression or expansion mode with the volume set for a normal listening level, a popping noise may be heard in the speaker when there is no sound coming from the playback machine.

6. Retain all shipping cartons to the compressed speech machines in case they need to be returned to the manufacturer for servicing. Because of the advance technology employed in these units, field service is not practical.

7. After introduction and familiarization with the device, selected reading assignments (e.g. short novels, chapter in history text) should be completed with the rate increased.

These are the ones we could think of...
Can you think of any more?

COMPRESSED SPEECH DEVICES

	V S C Speed	A P H
Range of Speed	2.5 original speed	2.5 original speed
Compact	yes	yes
Weight	11 ounces	
Braille Instructions	yes	yes
Large Print Instructions	yes	
Compatible with	Library of Congress C-76 C-77 Cassette Machine	APH Modified Variable Speed Machines - APH Talking Book Machines GE Cassette Recorder
Warranty	6 months	1 year from date of purchase
Price June 1982	$95.00	$97.50
	Variable Speech Control Company of San Francisco 185 Berry Street San Francisco, CA 94107 (415) 495-6100	American Printing House 189 Frankfort Ave. P.O. Box 6085 Louisville, Kentucky 40206 available on quota

TEST OF EVALUATING LISTENING SKILLS

These are tests recommended by teachers of the Visually Impaired, compiled from the survey.

1. Sequential Tests of Educational Progress (STEP)
2. V.I.T.A.P. (Visco Tests of Auditory Perception)
3. Durrel Listening Comprehension Test
4. Listening Comprehension subtest of Stanford Achievement test
5. Meacham Test Informal Assessment AFB
6. Goldman-Fristoe-Woodcock Auditory Skills Test
7. Learning Accomplishment Profile
8. Wepman
9. I.T.P.A. (Illinois Test of Pyscholinguistic Abilities)
10. Informal Assessment of Listening Skills
11. Hearing, as opposed to listening, is tested

For further information, contact:

(speech therapist, assessment, etc.)

WARRANTY APH COMPRESSED SPEECH MODULE

APH will warrant new electronic machines for one year from the date of purchase.

The warranty does not apply to inadequately charged batteries, or damage due to customer neglect.

After the one year general warranty has expired, APH will warrant repair work for 90 days.

American Printing House for the Blind
1839 Frankfort Avenue
P. O. Box 6085
Louisville, KY 40206

WARRANTY VSC SPEED LISTENING ADAPTER

Warrants for a period of six months from the date original pruchase.

This warranty is limited to the original purchaser at retail and is not transferable. This warranty shall only cover defects arising under normal usage.

When shipping unit back to factory, it must be packed carefully and shipped prepaid.

The Variable Speech Control Company
185 Berry Street
San Francisco, CA 94107
(415) 495-6100

MAINTENANCE

- To remove dust or dirt from compressed speech machine; use damp cloth. DO NOT apply any cleaning liquid directly on unit.
- Be careful not to have any liquid (coffee, soda, etc,) on or near machine.
- It is important to remember to turn compressed speech machine off when not in use.

ELECTRONIC COMMUNICATION DEVICES FOR VISUALLY IMPAIRED STUDENTS

The following is a summary of the responses received on a questionnaire sent to teachers of the visually impaired in the state of Florida. Of the 107 questionnaires sent, 46 responded.

SUMMARY OF
QUESTIONAIRES
SENT TO FLORI
VISION TEACHE

1. Do you have a screening form or use a particular test for determining which students require training in listening skills?
Yes: 9 No: 31

Name of test:

Meachan test (for sighted) Informal Assessment AFB
Goldman-Fristoe-Woodcock Auditory Skills Test
Learning Accomplishment Profile
"Listening Skills Series for Visually Impaired." Available through FIMC-VI
Wepman, APH Listen and Think Series, teacher observations during social conversation and academic tutoring.
Test whether certain objectives in listening section of "Focus on Individualized Programming for the VH" from Pa. Mat. Center for VH can be achieved.
ITPA Illionois Test of Psycholinquistic Abilities
Informal Assessment of Listening Skills (Jack Little)

2. Do you have a curriculum outline or a teaching guide for improving listening skills: Yes 17 No: 24

Name of guide:

APH Listen and Think	9
Pennsylvania Materials Center for the Visually Handicapped Goals and Objectives Part II	8
Reading for Comprehension Series	1
GOAL Language Development Kit	
Barnell Loft Specific Skills Series	

3. Do you teach some students to use compressed speech devices?
Yes: 6 No: 38

4. Do you use the TSI Game Center for improving listening skills?
Yes: 0 No: 43

The following is a summary of the responses received on a questionnaire sent to residential schools for the visually impaired in the United States. Of the 49 questionnaires sent, 31 responded.

SUMMARY OF
QUESTIONAIRES
SENT TO
RESIDENTIAL
SCHOOLS
JANUARY 198

1. Do you have a screening form or use a particular test for determining which students require training in listening skills?
Yes: 6 No: 19

Name of test:

Sequential Tests of Educational Progress-Listening
Durrell
Auditory Readiness
VISCO Auditory Perception Training Program
Auditory Perception Test
Hearing, as opposed to listening, is tested
Buhl Listening Curriculum

2. Do you have a curriculum outline or a teaching guide for improving listening skills? Yes: 13 No: 12

Name of guide:

*Step Listening Test

*APH Listen & Think 4

*Listening & Learning-Fearan Pub., Dev. Listening Skills-Peek Pub., Letters & Sounds - Scott Forsman

*Listening: A Curriculum Guide for Teachers of Visually Impaired Students

*Materials compiled by media specialist

*Outline

*Educational Activities Listening Skills, APH Program Scholastic also has a program which we have recently looked at that looks good

*We use several different ones-depends on student needs, teacher preference

*Effective Communication-Argus Comm. Tapes, How to Study & Why-FL. State Dept. Ed.

*School curriculum guide

*Listening guides as included in Language Arts Curriculum

*Listening F/T Visually Impaired by Stocker-Chas. C. Thomas Publisher

*SRA Listening Language Labs

3. Do you teach some students to use compressed speech devices?
Yes: 3 No: 25

4. Do you use the TSI Game Center for improving listening skills:
Yes: 4 No: 25

SUMMARY OF
QUESTIONAIRE
SENT TO
UNIVERSITY
TRAINING
PROGRAMS
JANUARY 1981

This questionnaire was sent to thirty university training programs for teachers of the visually impaired. Eleven have replied. The following is a summary of their responses.

1. Do you have any compressed speech devices? Yes: 3 No: 8
2. Do you have a screening device for determining potential users?
   Yes: 0 No: 10
3. Do you have a training manual or a list of teaching objectives for using compressed speech devices? Yes: 0 No: 8
4. Do you have a screening form or would you suggest a particular stardardized test for determining which visually impaired students require training in listening skills? Yes: 0 No: 9
5. Do you have a curriculum outline or a teaching guide you suggest for improving the visually impaired student's listening skills?
   Yes: 3 No: 6

GLOSSARY

ACCELERATED SPEECH: speech in which the word rate has been increased.

COMPRESSED SPEECH: speech that is reduced in volume by increased rate of presentation.

COMPRESSED SPEECH DEVICE: machine that enables adjustment of speed of tape or recording and eliminates the "chipmunk" sound at higher speeds.

LIBRARY OF CONGRESS CASSETTE PLAYERS: four track dual speed cassette players. These players are available on loan to registered borrowers of the National Library Service for the Blind and Physical Handicapped.

RECORDINGS FOR THE BLIND: a non-profit voluntary organization which provides recorded, educational books on loan to individuals who cannot read normal printed material because of visual, physical or perceptual handicaps.

Bischoff, R.W. Listening: A Teachable Skill for Visually Impaired Persons. Journal of Visual Impairement and Blindness. 1979 , 7 (2), 59-65.

This article presents a review of the literature on listening skills, a method for teaching listening skills in a sequential manner, and an overview of compressed speech and accelerated speech.

Research on listening for the visually handicapped revealed the following: braille and large print reading rates are considerably lower than sighted children's reading rates, thus making recordings a quicker method of obtaining information. Students who receive training in listening skills showed significant gains in listening comprehension compared to those who did not receive training. One study found recall was higher for compressed speech as compared to another type of speeded speech. Active participation while listening increases learning; auditory learning is more effective for subjects who have low IQ's and low braille reading comprehension.

In summarizing, the author states that listening skill instruction is essential for the visually handicapped student, and this instruction should be provided in a sequential manner.

Bradmueller, W.G. Speed Listening and Reading. Paper presented at the Annual Meeting of the Great Lakes Regional Conference of the International Reading Association, Cincinatti, 1978. (ERIC Document Reproducation Service No. ED 167 953)

The uses of compressed speech and types of speeded listening devices are discussed. Listening and reading as a means of learning are compared.

Research was done on 4th through 8th grade children in northern Illinois schools. An experimental group of children was taught specific academic units auditorily. The control groups learned the same units visually and auditorily. Test results at the end of study were compared. In general, the results indicated that children learn as well by listening as reading: there is a significant relationship between reading speed and listening speed. The combining of an auditory with a visual presentation shows promise for helping students with learning problems. Still another finding showed that teachers were generally enthusiatic about compressed speech techniques after using them.

Foulke, E. Impact of Science and Technology on the Early Years. Journal of Visual Impairement and Blindness, 1981, 75 (3), 101-108.

Reviews that contributions of technology towards the communication and mobility needs of the severely visually impaired. The technology discussed includes paper braille and computer braille production, paperless braille, reading by listening and compressed speech, tangible graphic displays, and electronic travel aids. The importance of early experiences in the visually impaired child's life is emphasized. The potential use of technology can only be realized through thorough preparation of the person who will use the technology.

Foulke E. and Sticht, T.G. Review of Research on the Intelligibility and Comprehension of Accelerated Speech. Psychological Bulletin, 1969, 72 (1), 50-62.

This paper reviews the research on the communication problems produced by the time compression of speech. Techniques for the acceleration of speech are described, methods for its evaluation are reviewed, and the factors that effect the comprehension of the speech are discussed.

Inhat, M.A. The effect of listening drills utilizing compressed speech and standard speech upon the listening comprehension of second grade children. CRCR Newsletter, 1976, 10 (3), 3.

A brief description of a study to determine if the listening skills of second grade students could be improved through compressed speech training. The Durrell Listening Test was used for pre and post-testing. The results showed no evidence that would indicate a gain in listening skills by presenting stories at a faster than normal speaking rate (200 wpm compared to 150 and 140 wpm).

Kuperberg, A. Some Relationships Between Listening Comprehension and Rate of Presentation. (M.Ed. Thesis) New Brunswick, NO: Rutgers the State University of New Jersey, 1975. (ERIC Document Reproduction Service No. ED 110 919)

This study was conducted to explore the relationship between listening comprehension and the rate of presentation. A review of the literature on listening is included.

The subjects in this study were 103 sixth grade students in a central New Jersey school district. Listening tasks were presented at rates of 75 wpm, 150 wpm, and 225 wpm.

In general, the results indicated that sixth grade students were better able to comprehend material presented at 75 wpm compared to presentation rates of 150 wpm and 225 wpm, regardless of reading ability. A significant positive correlation between listening and reading comprehension was found.

Levine, S.J. An Examination of Listening Rate. Auditory Learning Monograph Series 1, July 1974. (ERIC Document Reproduction Service No. 102 749)

This study examines listener preference for rate of presentation of recorded material. The author begins this report with a discussion on the advantages and disadvantages of reading versus listening. One of the advantages of reading compared to listening is the reader's ability to increase or decrease the reading to his own preference or ability. With the advent of compressed speech devices, listeners may now have that same advantage.

The subjects in this study were 48 third, fourth, and fifth graders. They each listened to a story divided into four segments, each segment presented at a different rate. Students were able to vary the rate of each segment. It was found the students did show preference for a rate of listening. The findings also showed that individual students showed a wide variance of preference rates in their listening tasks.

Morris, J.E. Adaptation of the Durrell Listening- Reading Series for Use with the Visually Handicapped. Education of the Visually Handicapped, 1976, 8 (1), 21-27.

At a 1973 meeting of psychologists at the American Printing House for the Blind, the Durrell Listening-Reading Series was one of the tests recommended for adaptation for use with visually impaired children. A brief description of the test is given.

A study was then conducted to determine which grades or reading levels of visually impaired children would be appropriate for use of the Primary level of the Durrell. This study, as well as the adaptations of the test, were described in detail. The results of the study indicated that pupils reading at second and third grade levels should have little difficulty with the Durrell, and that most students at a first grade reading level will be able to use it.

All levels and forms of the Durrell are now adapted in large print and braille, available through the American Printing House. Test directions were also also adapted. Since all tests themselves are indentical in content to the original, the forms contained in the manual provided by the test publisher are appropriated for use with the adapted editions.

Musial, D. and R. Maple, The Influence of Compressed Speech Upon Reading, Listening, and Verbal Comprehension. Illinois School Research, 1975, 12 (1), 43-48.

A study was undertaken to determine if improvement in reading, listening, and verbal comprehension could be achieved through the use of compressed speech during six weeks of language arts classes. The students were 96 eighth graders with average IQ's and without any gross auditory or visual defects. After six weeks of language arts classes, the experimental group (who listened to taped stories at a speeded rate) was compared to the control group. The Durrell Listening and Reading tests were given to each group.

In general, the results of the study were not significant. The boys, in the experimental group, however, did perform significantly better than their counterparts in the control group.

Recommendations for further research are given.

Myers, J.A. Compressed Speech Increases Learning Efficiency. Education of the Visually Handicapped, 1978, 10 (2), 56-64.

The purpose of the study was to examine the relationship between different rates of compressed speech and learning efficiency. The study also sought to determine the relationship of other variables, such as intelligence, age, and sex, on the learning efficiency of compressed speech. The subjects in this study were 35 students in the ninth through twelfth grades enrolled at the West Virginia School for the Blind.

The students listened to prerecorded selections taken from the STEP Test at compressed rates of 180,220,262, and 302 words per minute, and were then given a short comprehension test. The students re-listened to the tape or parts of the tape until they were able to achieve 100% accuracy on the comprehension check. A learning efficiency score was computed from the time required to reach the 100% criterion. A comprehension check given 24 hours later was given to determine recall.

Though there were many limitations to this study, as discussed by the author, the findings did indicate that compressed speech offers a means of increasing learning efficiency, Those students who listened to the higher rates (262 and 302 wpm) of speech, higher learning efficiency scores than those listening at the two slower rates. The factors of age, intelligence, grade, and base comprehension level proved insignificant in the determination of learning efficiency.

Stallings, G. Listening Games. Chicago: Cornet Instructional Media, 1974.

Listening Games is a series of 10 games on cassettes with large game cards which the student uses independently. Game cards are laminated so that crayon marks can be wiped off. Game directions are on the cassette and the beginning directions are in large print on the reverse side of the game card. Pictures are large and clear enough for use with most large print readers.

The games provide practice in many skills, including the following:

- identifying sound sources
- comparing likenesses and differences in sounds
- recognizing rhythmic patterns and rhyming words
- describing action sequences from its sounds
- identifying emotions by sounds
- following directions, making judgments, problems solving, and many other skills

A teacher's manual is included.

Listening Games is appropriate for partially sighted children in the primary grades. Adaptation of game cards would be needed for severely visually inpaired children or for braille readers.

Rawls, R. Program of Training in Listening - Reading for Visually Impaired Students Using Compressed Speech Recordings. In E. Foulke (Ed.), Proceedings of the Second Louisville Conference on Rate an/or Frequency Controlled Speech. Louisville: Center for Rate-Controlled Recordings, Perceptual Alternatives Laboratory, University of Louisville, 1971. (ERIC Document Reproductive Service No. ED 061 682)

This study examined the assumptions that reading by listening is a language skill involving certain congnitive processes, that these processes are related to listening and reading in other situations, and that improvement should result from training. It also examined the assumption that the use of compressed speech in a training program would increase both reading speed and listening speed of compressed and uncompressed speech after instruction and practice.

The subjects in this study were blind and partially sighted students at the Governor Moorehead School for the Blind in North Carolina. There were 47 students from the 10th, 11th, and 12th grades. The students were divided into four groups; each group went through a different listening training program. In general, the results of the study indicated the assumptions of the author. The results also indicated that listening technique training followed by practice using compressed speech as an aid is an efficient method for improving listening - reading skills. Advantages of the different training programs used are discussed.

Teach, J.K. The Effects of Rate Controlled Speech on the listening Comprehension of Learning Disabled and Normal Children. Paper presented at the Annual International Convention, The Council for Exceptional Children, Dallas, April 1979. (ERIC Document Reproduction Service No. Ed 170 993)

This study explores the difference in the abilities of learning disabled students and regular students to perform on listening tasks. The subjects in this study were 39 white, middle socioeconomic status boys between the ages 6 to 8.11 years. The listening tasks under study were: auditory discrimintaion, vocabulary listening, sentence listening, and the ability to comprehend stories at altered speech rates of 0.5, 1.0, and 1.5.

In general, the results of the study indicated there were no significant differences in abilities to perform on the assessment tests of auditory discrimination and sentence listening. There was significant difference found in vocabulary understanding. Furthermore, there were no significant differences in their abilities to comprehend stories at the altered listening rates of .5 and 1.0 For the normal population, the slow rate (.5) of presentation resulted in the greatest error frequency. For the learning disabled, the fast rate (1.5) of presentation was most difficult.

The very limited population of this study should be considered when reviewing the results.

Woo, T.A. Patterns of Listening and Reading Skills in Visually Handicapped Students. Journal of Visual Impairment and Blindness, 1981, 75 (5), 215-218.

The purpose of this study was to determine the variables which affect the development of listening and reading skills of visually handicapped students. Students selected for the study were fourth through sixth graders from four residential schools for the visually impaired. The 71 subjects had no additional handicaps.

The assessment instrument for determining listening and reading skills was the Durrell Listening-Reading Series, which is adapted for visually impaired. The predictor variables under study were: Intelligence, grade level, chronological age, socioeconomic status, visual acuity, mode of reading, and sex.

In general, the findings indicated that intelligence was the strongest predictor of both listening and reading skills. The subjects demonstrated stronger listening skills regardless of age, grade or visual impairement. The other variables under study lacked predictive value for determining listening or reading performance.

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Bischoff, R. W. Listening: A Teachable Skill for Visually Impaired Person. Journal of Visual Impairment and Blindness. 1979, 7 (2), 59-65.

Bradmueller, W. G. Speed Listening and Reading. Paper presented at the Annual Meeting of the Great Lakes Regional Conference of the International Reading Association, Cincinatti, 1978. (ERIC Document Reproduction Service No. ED 167 953)

Foulke, E. Impact of Science and Technology on the Early Years. Journal of Visual Impairment and Blindness, 1981 75 (3), 101-108.

Foulke E. and Sticht, T.G. Review of Research on the Intelligibility and Comprehension of Accelerated Speech. Psychological Bulletin, 1979, 72 (1), 50-62.

Kuperberg, A. Some Relationships Between Listening Comprehension and Rate Presentation. (M.Ed. Thesis) New Brusnwick, NO: Rutgers the State University of New Jersey

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